

CAREER DEVELOPMENT ACTIVITY #13-B



Title: “Making Informed Career Choices: The Game Of Life”

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupation exploration.

Objective .0102: Understand the role of work in society.

Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205: Apply economic concepts to personal and workplace experiences.

Objective .0207: Develop an awareness of the basic skills related to family and consumer sciences.

Standard: 8001.03 The student will utilize occupational information in the career planning process.



Objective .0303: Develop basic employment and job skills.

Objective .0304: Engage in the career planning process.

Time: 45-50 minutes

Note: This is day 2 of a two day activity.

Material:

- % Overhead of “Rules for the Game of Life” (13B.4)
- % “Game of Life” materials (Resource Box) (Masters on pages:)
 - ~ 6 sets of 24 “Choice Cards” (13B.5 - 13B.7)
 - ~ 6 sets of 27 “Independence Cards” (13B.8 - 13B.11)
 - ~ 6 “Life Controlling Spin Cards” (see sample 13B.12)
 - ~ 6 Poster size “Game of Life” boards (see sample 13B.13)
 - ~ 42 wooden game pieces (Apply doer, thinker, creator, etc. stickers and give a set of 6 game pieces to each group.)
- % Overhead - “Life Controlling Spin Card”
- % 4 Overheads of “Passive, Aggressive and Assertive Ways to Make Decisions”
- % Answer Key for Choice Cards (13B.14 - 13B.15)
- % Prizes of your choosing for the “Game of Life” winners
- % Student Record Book  and Chart Your Future Poster 

Rationale: By playing a board game, students will be able to:

- C understand that a strategy for choosing a career is important
- C visualize themselves in various life roles
- C experience techniques that will help them make good career and life choices with positive outcomes, and
- C better understand the process of becoming independent. This activity will give the students the opportunity to practice the career development process as it applies to them individually through choices they make while playing the game.

What? In what activity will the student participate?

- (1) **[2 minutes]** As the students enter the class tell them that they will be playing “The Game of Life,” remind them of their information from the “Preparing for the Game of Life” sheet yesterday determines how many spins they will have in moving forward on the game board. Have the students refer to RB 38 in their **Record Book** to see the number of spins they will have during the game.
- (2) **[5 minutes]** Review quickly with the students using the overheads the “Passive, Aggressive, and Assertive Ways to Make Decisions.” Use a “Choice Card” to demonstrate how to use the cards during the game.
- (3) **[25 minutes]** Divide the class into six groups with six students per group. (Depending on the size of your class, you may have to put 7 students in some groups.) Have the students quickly move to sit with their other group members. Show the “Rules for the Game of Life” (14.4) overhead to the students and read together. (**Note:** It will help if you demonstrate how to use the “Independence Card” when you get to rule 5.) Hand to each team, one game board, one spin card, and six differently labeled wooden game pieces, one for each student. Each student can only have as many spins as indicated at the bottom of their “Preparing for the Game of Life” sheet ,RB 38. Show overhead of spin card to the students. Have the students begin playing the game by spinning the spin card and moving forward on the game board.(The shortest student in each group may go first and then proceed clockwise around the other group members.) When landing on the “Choice” and “Independence Card” spaces, remember to have the student read out loud the card to the rest of the students in his/her group and then follow the directions to move forward or backward. Each group will need to keep track of the number of spins each student has and the number of spins each student has used. The student in each group who reaches the “Life Circle” first is the winner and eligible for the prize you have selected. If by the end of the class period some groups have not had a student reach the “Life Circle”, the student closest to the “Circle” wins.

So What? What will the student learn as a result of participation in this activity?

(1) **[10 minutes]** In the Record Book, RB 11, have the students apply the concepts of the game to their own lives by answering the following reflection questions:

1. Why is it important to have a strategy for choosing a career?
2. How does education and/or work affect all aspects of your “Life Circles?”
3. How does spinning the card in the “Game of Life” show that you have control over what happens to you through your attitude and decisions?
4. Of the three styles of making a decision (passive, aggressive or assertive) which style works best for you and why?
5. List three positive consequences of making good decisions.

(1) _____

(2) _____

(3) _____

Now What? What can the student do with this new information in regard to career development?

(1) **[3 - 8 minutes]** Initiate a discussion with the students by asking for responses to the following questions:

1. How can making good choices now and in the future help you to become independent?
2. How does planning put you in control of your consequences?

Try to help the students use stories or events from their own lives that illustrate these points.



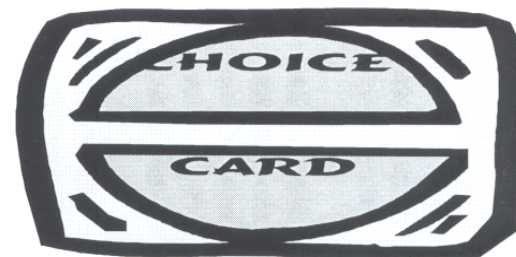
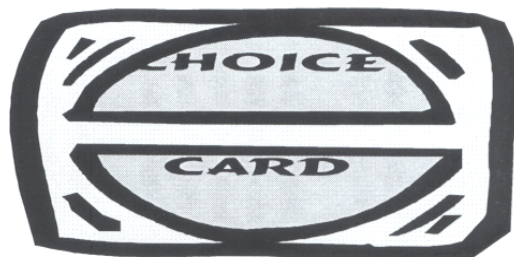
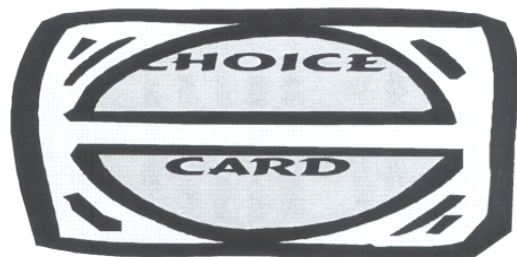
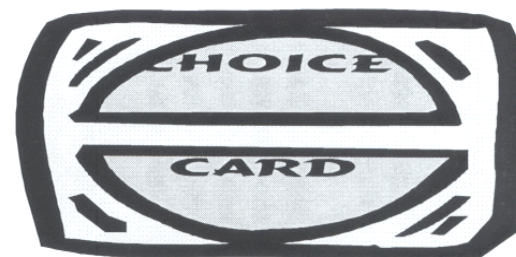
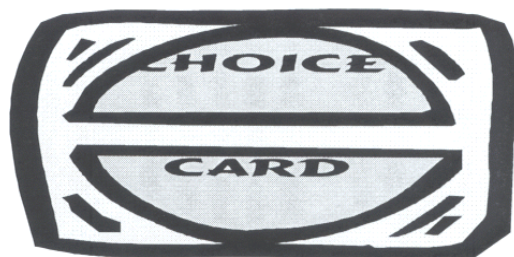
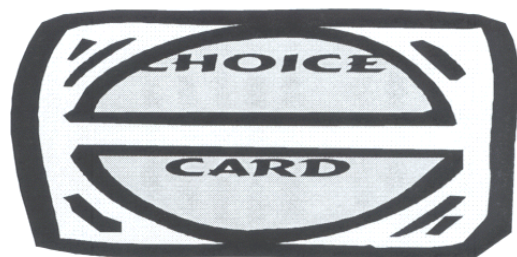
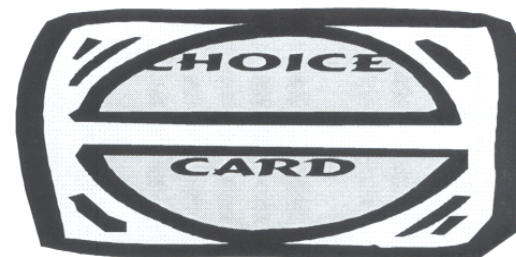
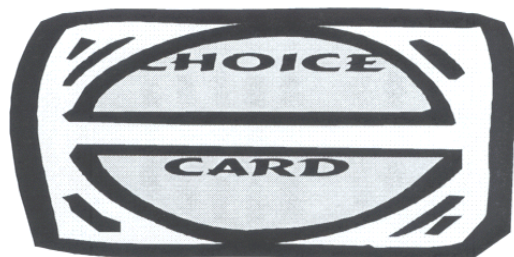
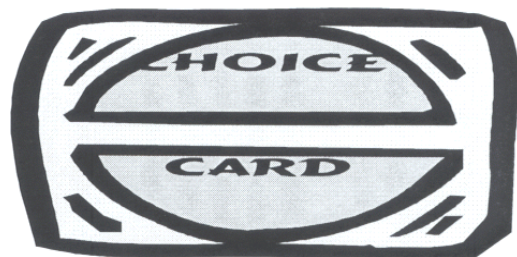
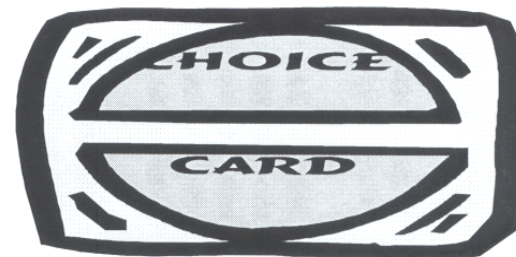
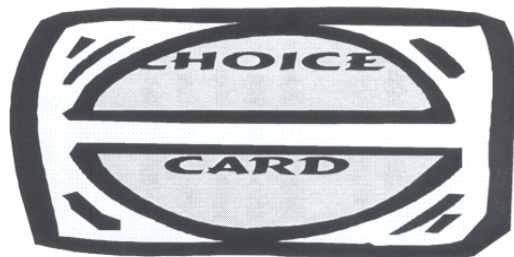
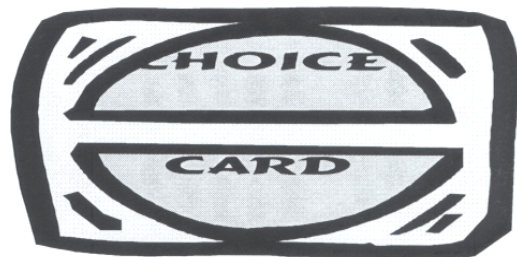
RULES FOR THE GAME OF LIFE

- (1) Your goal is to reach the Ideal Life Circle using your spins.**
- (2) The spin card will indicate the number of spaces you may advance or the number of spaces you will go back. You may only spin the Life- Controlling Spin Card as many times as you have indicated at the bottom of your Preparing For the Game of Life sheet.**
- (3) If you land on a space labeled Choice Card, draw a card from the Choice Card pile. Read the description of the decision and the consequence (underlined) of the choice. Then move forward or back the number of spaces indicated on the card.**
- (4) If you land on a Choice Card and know whether the choice was made in the passive, aggressive, or assertive decision-making style, you will not have to move back if the card said to move back. If you were told to move ahead, you may move one more space forward. (Your teacher has an answer key if you disagree with the student answer.)**
- (5) If you land on an Independence Card space, have the person to your right draw from the Independence Card pile. This person will then read the statement of independence to you. You are to tell whether the statement shows independence in one of three ways:**
 - 1. Being in control**
 - 2. Making good choices**
 - 3. Thinking ahead/planning**

If you respond correctly (correct answers are underlined), you then have the option to either:

- (a) Move 2 spaces forward or**
- (b) Have one free spin on the spin card.**

- (6) The student who reaches the Life Circle first is the winner. If all students have used up their available spins and have not reached the Life Circle, the one who is closest to the Circle wins a prize from the teacher.**



My friends decided that we should all go to the mall today instead of going to school. Sounds good to me. Later I was marked truant and failed my math class. Consequence--Negative
MOVE BACK ONE SPACE

Without thinking about what I was doing, I pushed everyone aside to help the student who had fallen down in the hall. I think I kept him from getting hurt more. Consequence--Positive
MOVE AHEAD ONE SPACE

I decided to take the family car without asking. My mom and dad are pretty clueless anyway. I hope they don't find out that I wrecked the car and that I have to go to court for driving without a license. Consequence--Negative
MOVE BACK TWO SPACES

I didn't really want to cut out of work early, but with everyone else leaving, I decided to go too. Afterwards my boss found we had all left and fired us all. Consequence--Negative
MOVE BACK TWO SPACES

I am going to the mall without you. You jerks can go to class if you want. Later my mom found out I was truant and grounded me. My friends are also mad at me. Consequence--Negative
MOVE BACK TWO SPACES

As I thought about the math test I will be taking, I figured that I had better review my notes on that chapter that I didn't understand. I think I'll ask my teacher to help me tomorrow. It really helped me do better on the test. Consequence--Positive
MOVE AHEAD TWO SPACES

Whenever my older sister decides to help clean the house, I usually pitch in and help. My mom gave us both some extra allowance. Consequence--Positive
MOVE AHEAD ONE SPACE

At work I got mad at the guys on my shift and told them all off. They can't do anything right. Later one of them told my supervisor that I was hard to work with. Consequence--Negative
MOVE BACK ONE SPACE

All my friends are reading an extra book for English. I guess I will too! Boy, did that help my English grade. Consequence--Positive
MOVE AHEAD ONE SPACE

My friends began teasing my little brother. Even when he began to cry, I didn't do anything to stop them. My brother felt I didn't care about him. Consequence--Negative
MOVE BACK ONE SPACE

After realizing I had let my grandma down, I felt I needed to apologize and try to make it up to her. I felt better after I talked to my grandma. She seemed to understand. Consequence--Positive
MOVE AHEAD ONE SPACE

I don't know if I am doing things right when I am at work. So I just do it the way everyone else does it. So far it has worked out okay. I haven't made a lot of mistakes. Consequence--Positive
MOVE AHEAD ONE SPACE

After working on the computer a while, I figured out a better way to keep track of our sales. I decided to show my boss how it works, and she really liked it. She mentioned it was worth a raise.

Consequence--Positive
MOVE AHEAD ONE SPACE

I wasn't sure I was smart enough to take the advanced class. My friends said I was stupid if I did take it. After seeing how much fun the students who did take it were having, it made me wish I had taken the class.

Consequence--Negative
MOVE BACK ONE SPACE

I wanted to be in the talent show at school. I knew that if I practiced all month and asked my vocal teacher for help, I could be ready to try out. Not only was I chosen to be in the show, but I was given the lead part.

Consequence--Positive
MOVE AHEAD TWO SPACES

I wanted to finish my homework before my friends and I went to the movies. I asked them if we could go to the later show. It worked out great. I got all my homework turned in the next day and saw the movie with my friends too. Consequence--Positive

MOVE AHEAD ONE SPACE

I wanted to fit in with all my new friends, so they talked me into spray painting graffiti on a new fence last night. The next morning my mom got a call from the police. It's going to cost me and my family a lot of money to repaint the fence. Consequence--Negative

MOVE BACK TWO SPACES

I know that I am the best player on the team, so I decided to take a shot at the basket every-time I got the ball. My coach benched me even though I scored a lot. She said I wasn't being a team player. Consequence--Negative

MOVE BACK ONE SPACE

After seeing their sad, hungry faces, and knowing I could ask others to help me, I volunteered at our local homeless shelter. It made me feel good about myself and helped others in need too.

Consequence--Positive
MOVE AHEAD TWO SPACES

While shopping at our local grocery store with my friends, I saw one of them shoplift a candy bar. I pulled him aside and asked him to either pay for it or put it back. Surprised by my boldness, he put the candy back.

Consequence--Positive
MOVE AHEAD TWO SPACES

My friends and I started telling jokes at last night's slumber party. Many of the jokes started to put down other cultures and races. Because my grandpa is Hispanic, I was offended and asked them to stop telling these kind of jokes. Some of my friends later apologized to me. Consequence--Positive

MOVE AHEAD ONE SPACE

I got upset that I didn't get asked to the party, so I got my friend to help me spread some lies about what went on at the party. The next day at school we told everyone about the losers at the party. Now everyone in the group is ignoring me. Consequence--Negative

MOVE BACK ONE SPACE

My parents have asked me to be home by 12 midnight on weekends. Last Saturday night my friends began teasing me about my parents lame rules when I asked them to take me home. I was embarrassed and told them never mind. My parents didn't let me go out the next weekend. Consequence--Negative

MOVE BACK ONE SPACE

During a really hard history test, some of my classmates started to pass around answers to the questions. When the note reached me, I crumpled it up and put it in my pocket without looking at it. Later when I got my test back and had done well without cheating, I felt good about myself and that I can deal with hard work. Consequence--Positive

MOVE AHEAD TWO SPACES



Looking through your wardrobe carefully before you shop for clothing and making a list of needed items is demonstrating independence through:

- 1) Being in control
- 2) Making good choices
- U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

You were just elected to an important school office. You decide not to act “stuck-up” but to be friendly with everyone. This demonstrates independence through:

- U 1) Being in control
 - 2) Making good choices
 - 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on the spin card.

Your parents expect you home by midnight but your friends want to stay longer. You decide to be home when your parents asked you to be. You are earning your independence through:

- 1) Being in control
 - U 2) Making good decisions
 - 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on the spin card.

You are the first to apologize after an argument with your sister. Your goal is to not react angrily but rather discuss issues calmly. This demonstrates independence through:

- U 1) Being in control
 - 2) Making good choices
 - 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on the spin card.

You want to go out for dinner but your friend wants to see a movie. You jointly decide to rent a movie and pick up some take-out dinner to eat while you watch the movie at home. This demonstrates independence through:

- 1) Being in control
 - U 2) Making good choices
 - 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on the spin card.

You begin a project with the end in mind. This demonstrates independence through:

- 1) Being in control
 - 2) Making good decisions
 - U 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on the spin card.

You stand up for yourself and resist peer pressure because you think your friends’ activity to be improper. This demonstrates independence through:

- 1) Being in control
- U 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

You went a whole day saying only positive things about others. This demonstrates independence through:

- U 1) Being in control
- 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

You want to finish your scout merit badge before the next court of honor, so you block out some time in your planner to get it done this week. This demonstrates independence through:

- 1) Being in control
 - 2) Making good choices
 - U 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on the spin card.

This is from a poem by Robert Frost. "Two roads diverged (split) in a wood, and I - I took the one less traveled by, and that has made all the difference."

This illustrates independence through:

1) Being in control

U 2) Making good choices

3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

You have thought about your goals and what you want to achieve and even written them down. This activity illustrates independence through:

1) Being in control

2) Making good choices

U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

I always have money to put in my savings account when I get my paycheck because I stick to a budget. This shows independence through:

U 1) Being in control

2) Making good choices

3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

My stress has decreased since I no longer try to remember all that I have to do from memory. Now I can just check my planner, and I'm all set because I wrote it down. This indicates independence through:

1) Being in control

2) Making good choices

U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

My choices for increasing my income are to work more hours or to get a better-paying job. This form of independence is achieved through:

1) Being in control

U 2) Making good choices

3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

My planner doesn't rule me but really is a great tool to help me have more free time because I am more organized. This statement recognizes independence through:

1) Being in control

2) Making good choices

U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

Knowledge is power. This states that independence is achieved through:

U 1) Being in control

2) Making good decisions

3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

People who expect to achieve their goals don't stand around talking about them. They are engaged in action. Action people achieve independence through:

U 1) Being in control

2) Making good decisions

3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

At work I could see that some loose ends weren't getting done. I decided to tell my boss about my willingness to do them. This type of independence is gained through:

U 1) Being in control

2) Making good decisions

3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

I have learned that sometimes you just have to discipline yourself to do things you don't feel like doing because of what you hope to gain from it. This represents independence through:

- U 1) Being in control
- 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

Alice in Wonderland: "Would you tell me please which way I ought to walk from here?" "That depends a good deal on where you want to get to," said the cat. This shows independence comes through:

- 1) Being in control
- 2) Making good choices
- U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take free spin on the spin card.

"People are just about as happy as they make up their mind to be." Life happens. You can see it as a bad deal or opportunity to grow. However, freedom comes through:

- U 1) Being in control
- U 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

The short-term thrill is never worth the long-term destruction. Think through the consequences of your actions. Thinking "what would happen if I . . ." illustrates independence by:

- 1) Being in control
- 2) Making good choices
- U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

"Conscience": I can listen to my inner voice to know right from wrong. Listening to your inner voice brings independence through:

- 1) Being in control
- U 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

Abraham Lincoln was once asked, "What do you do if you have 8 hours to cut down a tree?" He replied, "I spend the first four hours sharpening my saw." Applying this idea to becoming independent, one should start:

- 1) Being in control
- 2) Making good choices
- U 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

So often, in our quest to be popular and to be part of the "in group," we lose sight of things that are far more important. Is popularity more important than being true to ourselves? Freedom and independence are truly gained through:

- 1) Being in control
 - U 2) Making good choices
 - 3) Thinking ahead/planning
- Option to move ahead 2 spaces or take one free spin on spin card.

It has come to my attention that people of accomplishment rarely sit back and let things happen to them. They go out and happen to things. This represents independence through:

- U 1) Being in control
- 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take a free spin on the spin card.

Have you ever gone water sliding? You can choose which slide you want to go down, but once you're sliding, you can't very well stop. You must live the consequence. . . to the end. Freedom to choose, however, must start with:

- 1) Being in control
- U 2) Making good choices
- 3) Thinking ahead/planning

Option to move ahead 2 spaces or take one free spin on the spin card.

'LIFE CONTROLLING' SPIN CARD



ANSWER KEY TO CHOICE CARDS

<p>My friends decided that we should all go to the mall today instead of going to school. Sounds good to me. <u>Later I was marked truant and failed my math class.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>PASSIVE</p>	<p>I am going to the mall without you. You jerks can go to class if you want. <u>Later my mom found out I was truant and grounded me.</u> My friends are also mad at me. Consequence--Negative MOVE BACK TWO SPACES</p> <p>AGGRESSIVE</p>	<p>All my friends are reading an extra book for English. I guess I will too! <u>Boy, did that help my English grade.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>PASSIVE</p>
<p>Without thinking about what I was doing, I pushed everyone aside to help the student who had fallen down in the hall. <u>I think I kept him from getting hurt more.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>AGGRESSIVE</p>	<p>As I thought about the math test I will be taking, I figured that I had better review my notes on that chapter that I didn't understand. I think I'll ask my teacher to help me tomorrow. <u>It really helped me do better on the test.</u> Consequence--Positive MOVE AHEAD TWO SPACES</p> <p>ASSERTIVE</p>	<p>My friends began teasing my little brother. Even when he began to cry, I didn't do anything to stop them. <u>My brother felt I didn't care about him.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>PASSIVE</p>
<p>I decided to take the family car without asking. My mom and dad are pretty clueless anyway. I hope they don't find out that I wrecked the car and that <u>I have to go to court for driving without a license.</u> Consequence--Negative MOVE BACK TWO SPACES</p> <p>AGGRESSIVE</p>	<p>Whenever my older sister decides to help clean the house, I usually pitchin and help. <u>My mom gave us both some extra allowance.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>PASSIVE</p>	<p>After realizing I had let my grandma down, I felt I needed to apologize and try to make it up to her. I felt better after I talked to my <u>grandma. She seemed to understand.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>ASSERTIVE</p>
<p>I didn't really want to cut out of work early, but with everyone else leaving, I decided to go too. <u>Afterwards my boss found we had all left and fired us all.</u> Consequence--Negative MOVE BACK TWO SPACES</p> <p>PASSIVE</p>	<p>At work I got mad at the guys on my shift and told them all off. They can't do anything right. <u>Later one of them told my supervisor that I was hard to work with.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>AGGRESSIVE</p>	<p>I don't know if I am doing things right when I am at work. So I just do it the way everyone else does it. <u>So far it has worked out okay. I haven't made a lot of mistakes.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>PASSIVE</p>

ANSWER KEY TO CHOICE CARDS

<p>After working on the computer a while, I figured out a better way to keep track of our sales. I decided to show my boss how it works, and she really liked it. <u>She mentioned it was worth a raise.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>ASSERTIVE</p>	<p>I wasn't sure I was smart enough to take the advanced class. My friends said I was stupid if I did take it. <u>After seeing how much fun the students who did take it were having, it made me wish I had taken the class.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>PASSIVE</p>	<p>I wanted to be in the talent show at school. I knew that if I practiced all month and asked my vocal teacher for help, I could be ready to try out. <u>Not only was I chosen to be in the show, but I was given the lead part.</u> Consequence--Positive MOVE AHEAD TWO SPACES</p> <p>ASSERTIVE</p>
<p>I wanted to finish my homework before my friends and I went to the movies. I asked them if we could go to the later show. <u>It worked out great. I got all my homework turned in the next day and saw the movie with my friends too.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>ASSERTIVE</p>	<p>I wanted to fit in with all my new friends, so they talked me into spray painting graffiti on a new fence last night. <u>The next morning my mom got a call from the police. It's going to cost me and my family a lot of money to re-paint the fence.</u> Consequence--Negative MOVE BACK TWO SPACES</p> <p>PASSIVE</p>	<p>I know that I am the best player on the team, so I decided to take a shot at the basket every-time I got the ball. <u>My coach benched me even though I scored a lot. She said I wasn't being a team player.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>AGGRESSIVE</p>
<p>After seeing their sad, hungry faces, and knowing I could ask others to help me, I volunteered at our local homeless shelter. <u>It made me feel good about myself and helped others in need too.</u> Consequence-Positive MOVE AHEAD TWO SPACES</p> <p>ASSERTIVE</p>	<p>While shopping at our local grocery store with my friends, I saw one of them shoplift a candy bar. I pulled him aside and asked him to either pay for it or put it back. <u>Surprised by my boldness, he put the candy back.</u> Consequence--Positive MOVE AHEAD TWO SPACES</p> <p>ASSERTIVE</p>	<p>My friends and I started telling jokes at last night's slumber party. Many of the jokes started to put down other cultures and races. Because my grandpa is Hispanic, I was offended and asked them to stop telling these kind of jokes. <u>Some of my friends later apologized to me.</u> Consequence--Positive MOVE AHEAD ONE SPACE</p> <p>ASSERTIVE</p>
<p>I got upset that I didn't get asked to the party, so I got my friend to help me spread some lies about what went on at the party. The next day at school we told everyone about the losers at the party. <u>Now everyone in the group is ignoring me.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>AGGRESSIVE</p>	<p>My parents have asked me to be home by 12 midnight on weekends. Last Saturday night my friends began teasing me about my parent's lame rules when I asked them to take me home. I was embarrassed and told them never mind. <u>My parent's didn't let me go out the next weekend.</u> Consequence--Negative MOVE BACK ONE SPACE</p> <p>PASSIVE</p>	<p>During a really hard history test, some of my classmates started to pass around answers to the questions. When the note reached me, I crumpled it up and put it in my pocket without looking at it. Later when I got my test back and had done well without cheating, <u>I felt good about myself and that I can do well with hard work.</u> Consequence--Positive MOVE AHEAD TWO SPACES</p> <p>ASSERTIVE</p>